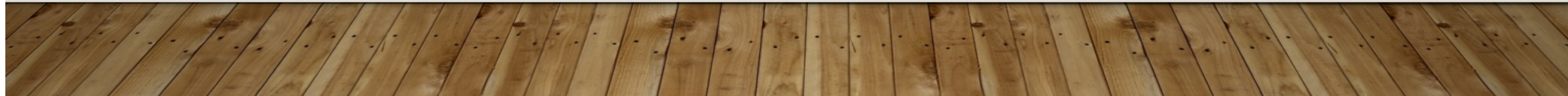
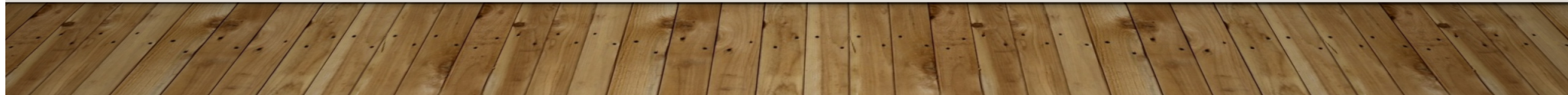


CAÑADA COLLEGE ACADEMIC SENATE CAREER TECHNICAL EDUCATION LIAISON



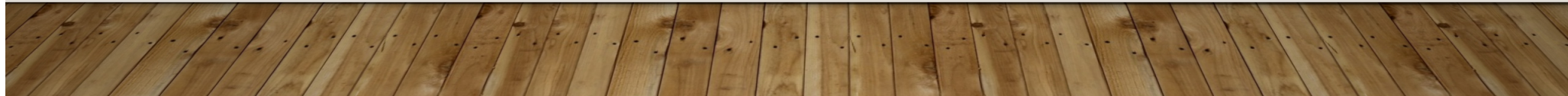
STRONG WORKFORCE PROGRAM BEGINNINGS

- To develop more workforce opportunity and lift low-wage workers into living-wage jobs, California took a bold step in 2016 to create one million more middle-skill workers. At the recommendation of the California Community College Board of Governors, the [Governor and Legislature approved the Strong Workforce Program](#), adding a new annual recurring investment of \$248 million to spur career technical education (CTE) in the nation's largest workforce development system of 115 colleges. Future funding is uncertain due to the COVID 19 budget impacts.



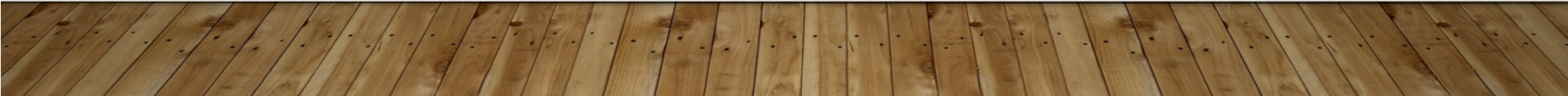
THE LOCAL SENATE'S ROLE IN STRONG WORKFORCE

- The academic senate's purview over educational program development, policies for faculty professional development, processes for program review, and processes for institutional planning and budget development is codified in Title 5. Colleges and districts should have established policies and processes for institutional planning and budget development in addition to evaluating all programs, discontinuing or creating programs, and providing professional development. These processes should be flexible enough to accommodate the influx of additional dollars targeted to improving and expanding CTE programs. However, some colleges may need to incorporate the more focused elements of the Strong Workforce Program metrics into college processes to meet the requirements for funding.



ROLE OF THE CTE LIAISON

- Two basic expectations for the CTE Faculty liaison: 1) sign up for the ASCCC CTE listserv; and 2) communicate with their local senate, local campus CTE faculty, and noncredit faculty regarding statewide CTE conversations relevant to his/her college.
- Attend local senate meetings and report as needed about statewide issues of concern in CTE
- Facilitating local and regional CTE discussions
- Identify CTE issues of concern locally or regionally
- Communicate opportunities for CTE faculty to participate in CTE related statewide initiatives, workgroups, committees and taskforces to ensure that CTE interests are represented
- Communicate the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations and participate in conversations to implement system-wide policies and practices that may significantly affect career technical education programs
- Create a mechanism to communicate with CTE faculty on your campus around issues of common concern
- Serve as a conduit between the local CTE faculty and the CTE Leadership Committee representatives in your area
- Identify CTE faculty at your college and in your region to serve locally and statewide on committees and taskforces
- As funding permits, attend state-level events (CCCAOE, ASCCC) and regional consortia meetings



RELATIONSHIP WITH BAY AREA COMMUNITY COLLEGE CONSORTIUM: BACCC

- Working to ensure the right number of programs, in the right places, teaching the right skills to meet industry's workforce development needs and students' needs for meaningful, livable-wage work. Review and approve course and program proposals from the Bay Area colleges. Administer regional funding and projects.

CAÑADA'S STRONG WORKFORCE PROGRAM

- The Strong Workforce Tri-Chair members:
 - Dean of the Business, Design, and Workforce Division
 - Academic Senate CTE Faculty Liaison
 - Director of Workforce Development
- Various faculty have been appointed.
- No posted Agenda/Minutes since November 2018

CTE LIAISON SP 2021 ACTIVITIES

- Senate secures CTE Liaison funding for 2021- 2022 and beyond through the SWF grant.
- Call regular meetings of the Tri-Chair to oversee SWF program development and funding.
- Request informational TA from the ASCCC for the Academic Senate Governing Council
- Participate in appropriate District and BACCC meetings.
- Regular (1x per month) reports by the CTE Liaison to Senate Governing Council